

INDIGENOUS LEARNING AND TEACHING

The writer is however aware that his surmise concerning the stimulation of memory in the village's culture is neither fully documented nor based on experimental data as was that of Nadel's experiments to ascertain the differences in cognitive processes between the school children of the two neighbouring tribes, the Yoruba and the Nupe.¹ 153

Moreover, the writer cannot comment on the effect of such a cultivation of the habits of rote memory on the individual's character structure. That there is a relationship between the method of learning and the individual's attitude towards himself, and his interpretations of experience, is claimed by Bateson and Mead. They maintain that if the individual is brought up in habits of rote memory 'his character will be profoundly different from what would result from habits of learning by insight'.² 156

It can also be shown that the interests and imagination of children are tied down to concrete things and events such as food, animals, ceremonies, farm work, and so forth. It was found that the majority of their responses to story completion, free drawings and in Rorschach testing were highly impregnated with concrete realism.³ One cannot fail to notice that both 159

¹ Nadel, from his experiments with story recounting and responses to pictures on some children of those two tribes, concluded that a people possessing a highly developed realistic art and drama, and a rich, complicated, and rationalized religious system, is characterized in the field of psychological reaction by stress on rational elements, logical cohesion, and strongly pronounced meaning-oriented approach as to what is presented to them. On the other hand, a people whose culture lacks such art and drama and whose religious beliefs are centred round abstract and impersonal principles, are psychologically different in the sense that they are more detached and inconsequent in observation and memory, enumerative, more sensitive to spatial and temporal arrangement, stressing unity of situation and emotional tone rather than facts and meaning and rational consistency. 'A Field Experiment in Racial Psychology', in *British Journal of Psychology*, Vol. XXVIII, 1937-8, pp. 195-211.

R. H. Thouless, experimenting on the perception of twenty Indian students and a group of British students, concludes that the former group showed a significantly greater tendency towards 'phenomenal regression' to the real object than the latter group. For instance, in the case of the Indian students there was greater tendency for circular objects inclined to the observer to be drawn as wide ellipses, for parallel-sided objects with the sides receding from the observer to be represented as parallel, and for objects of the same real size at different distances to be drawn with very little difference in size: 'A Racial Difference in Perception', in *Journal of Social Psychology*, Vol. IV, 1933, pp. 330-9.

² Gregory Bateson and Margaret Mead, *The Balinese Character*, p. 84.

³ For typical examples of story completion and Rorschach responses, see appendices.

As to free drawings, the writer has on two occasions asked pupils in the compulsory school to draw whatever they wanted to, and the following is a list of the subjects drawn: oranges, girls carrying baskets on their heads, a boy tending sheep, a car and a palm tree, a boy riding a donkey and a car behind him, a girl feeding a chicken, fish, a car with people gathered around it, palm tree and water, two boys racing on donkey back, ducks, a house, a trader selling sugar to a girl, lemons, bananas and oranges, a man cutting sugarcane, a boy climbing a palm tree, a girl beating a tambourine, a ceremonial procession near the mosque, a farewell procession for a pilgrim.

When I asked some of the children about their drawings, none of them told me of any plot in the drawing. They were purely representative of things and concrete events. The children's drawings were characterized by the almost entire absence of 'landscape' in

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828 children and adults have their feet firmly established on the ground, and
 [159] fancies of imagination are neither encouraged nor desirable.

My informant, Ali, told me a point which is relevant to this question of imagination. He said that one should not think in terms of 'if' or 'as if', as according to the prophetic tradition, 'if' opens the path for the Devil's advance'. It is also interesting to mention that the classical Arabic word for imagination (khayal) is used in the village to denote 'shadow', and does not refer to a mental process, except, of course, to some literate persons. This does not mean that some children are not imaginative, and they are recognized by other children who may sometimes sneer at them by asking them to relate some of their fantasies (literally pinches). Children would tell you that such flights of fancy run through certain families. Adults, however, do not expect children to use, much less exercise or enrich, their imagination as this would hamper their social and economic maturity.

871 In discussing the formal educational institutions in the village at the
 794 present time, the Kuttab comes first in importance, as it is the indigenous school for memorizing the Koran. The word 'Kuttab' is an old Arabic word, connected in its etymological derivation with the word 'kitab' (book), being the place where the Holy Book is learnt. The educational ideals and methods of this institution are mainly influenced by the Islamic tradition of learning, an example of which is the advice given by the Caliph Harun al Rashid to al-Ahmar, the tutor of his son, al-Amin, in which he said: 'O, Ahmar, I have given you the child of my blood, the fruit of my loins, and given you power over him, and made him obedient to you; therefore prove worthy of this position. Teach him the Koran, History, Poetry, Traditions, and appreciation of eloquence. Prevent him from laughing except on proper occasions. Accustom him to respect the Sheikhs of the Hashimite family, and to offer a place to the military commanders if they attend to his council. . . . Do not be too kind to him, or he will take to idleness. Improve him kindly, but if that will not suffice, you can treat him harshly.'¹

Another example would also serve to illustrate the content and method of Islamic education. This is taken from the instructions given by 'Amr Ibn 'Utbah to the tutor of his sons: 'My sons will be deeply influenced by you: favour what you do, and abhor what you avoid. Teach them the Koran, but without wearying them of it, recite to them what is good in traditions and chaste in poetry. . . . Teach them the virtues of wise men, and keep them away from women's conversation.'² Whether with private

content and of 'perspective' in technique; with persons walking sideways in the ancient Egyptian tradition of drawing.

[532] For similar results about free drawings, see Margaret Mead, *Growing up in New Guinea*, p. 12.

¹ A. Ibn Khaldoun, *al-Muqaddimah*, Cairo, p. 399 (Arabic).

² A. Shalaby, 'History of Moslem Education' (Ph.D. Thesis, unpublished, Cambridge University, 1930).

2: Blackman E-5 (1920-1926) 1927

MR13 Fellahin MR13

Upper Egypt
COPTS MR10

BIRTH AND CHILDHOOD

When it is desired that the tufts shall be shaved off quite an important ceremony takes place—at least, according to my informant, in Asyūt Province. When possible the child is taken to the tomb or tombs of the sheikh or sheikhs to whom the tufts of hair are dedicated, and the tufts are removed just within, or just

outside, the sacred building (Fig. 39), or the child may be taken to a mosque, where the ceremony can also be performed. If the child is a Copt it is taken to the church or churches named after the saint or saints to whom these tufts of hair have been dedicated. In the case of the Muslims the village barber is called in to remove the hair, but with the Copts a priest performs the rite. The removal of these tufts takes place if possible when the hair is four to five centimetres long, but in parts of Upper Egypt the ceremony is so expensive for a

poor *fellāh* that the child may have to wait some time longer before the tufts can be removed. Bread and meat are taken to the tombs or mosques where the ceremony is to be performed, and then a feast is held to the accompaniment of dancing, beating of the drum (*darābukkeh*), hand-clapping, and *zaghārīt*.¹ The barber on these occasions may demand quite a large sum of money, and altogether the ceremony rarely costs less than six pounds, often more.

¹ The shrill cries of joy uttered by women on all festive occasions.



FIG. 39. CHILD ABOUT TO HAVE ITS TUFTS OF HAIR CUT OFF AT THE TOMB OF THE SHEIKH UMBĀRAK

The man on the right is the barber.

THE FELLAHIN OF UPPER EGYPT

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On my first visit to Egypt in 1920, soon after my arrival at my brother's camp on the high-desert slope in Asyūt Province, a certain number of childless women sent appealing messages to me, asking if I would let them have one of the bones which were scattered in great numbers about the ancient burial site on which the camp was situated. Their object was to step or jump over the bone in order to ensure, as they believed, the production of offspring. I acceded to their request, and then suddenly thought of my pendants, which I had unfortunately forgotten to bring out to

Egypt with me. However, I sent a message to the women to say that I had written to England requesting that certain very potent charms that I possessed should be sent to me as soon as possible.

When the parcel arrived I caused the fact to be known in the various villages of the district, at the same time intimating that I should be glad to see any of the women who wished to make use of them. From then onward women, sometimes as many as ten at a time, would come from various villages in the district, cross-



FIG. 44. THE FOUR CHARMS OVER WHICH THE WOMEN STEP

ing the lower desert, and climbing up to our camp on the hills which rose into the upper desert. They were usually accompanied by a middle-aged man or woman, sometimes by both. The man was not present at the ceremony, but the woman chaperon stayed with them all the time.

The ritual was as follows. The women first repaired to one of the ancient decorated tomb-chapels, conducted thither by one of our servants, who had the key. On entering they each stepped seven times backward and forward over what they supposed to be the mouth of the shaft admitting to the subterranean burial chamber. When this performance was over they returned to the undecorated tomb-chapel in which I lived. Here I produced the charms, two of which were placed on the ground at a time. Then each woman

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304 Sometimes, though less commonly nowadays, young girls have the clitoris excised. In some regions boys have their right ears pierced.

The fellahen do not gash their cheeks like the Nubians (Berberines), but they colour themselves, especially by tattooing, which is perhaps the main distinguishing mark of the fellahen, and is applied to men and women alike in adolescence.

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[532] In the middle of the forehead or the chin, on the temples or the backs of the hands, appear dots or geometrical patterns; and on the chest, back or forearm there may be rough designs, such as a sword or tree, a name or a date, and for the Copts a cross more or less floriated. This tattooing is rarely found lower than the waist, and is never obscene.

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304 The work is done by a specialist, usually a Bedouin of the same sex as the patient. The operation takes place in the open, at a street corner on market-day. The method is very primitive and causes painful swellings. The tattooer traces the lines of the pattern selected at a chosen spot on the skin with a *style* made of five to seven needles bound together, or with a sort of pricking stamp. Then he colours the bleeding pattern with lamp-black mixed in oil or spirit. An indelible greenish tint is thus obtained.

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302 The use of henna (*lawsonia inermis*) to dye the hair, hands, feet or perhaps only the nails, is a characteristically Egyptian affectation. It goes back to the Twentieth Dynasty, and Islam has encouraged it^(*). The application of henna is a delicate affair. A poultice, made with the powdered leaves, has to be applied hot and kept on from three to twenty-four hours according to quality. This produces a reddish-orange or brown colouring, which lasts about a fortnight.

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302 Widows dye their hair with henna, to appear younger and attract a second husband. Young women use it to clean their heads and kill lice, to stop hair from coming out, and to make themselves pretty. The shaven heads of children are reddened with henna as a hygienic precaution. The hands, feet and fingernails of the women are only so coloured once or twice a year, at the great festivals.

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302 *Kohl* ^(*) is used to blacken the eyelids and eyebrows, and make the eyes look larger; its function is both decorative

a mat, they listen to the *maazin*, or preacher, as he reads them a chapter from the Koran. F
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On Sundays the Christian fellaheen attend the interminable Coptic mass. But here worship is more of a family affair, and women take part in the prayers and chants. F
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The Moslems do not understand the literary dialect of the Koran, neither do the Christians understand the Coptic language of their mass. All the fellaheen from one end of Egypt to the other speak what is called 'the vulgar tongue', i.e. colloquial Arabic. This is a dialect differing a great deal in its vocabulary from those of Syria and Morocco. In Egypt there is no distinct dialect in this or that province, but only a number of variant words and expressions, and, in the South, a more guttural pronunciation, which betrays the Upper Egyptian. C
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Fasting is strictly observed by the Moslems in Ramadan and by the Copts in Lent. The former during the holy month abstain from all eating and drinking from dawn to sunset. The latter, for about two hundred days of the year, eat nothing from midnight to midday. C
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Almsgiving is another obligation which the fellaheen do not neglect. Within the limits of their means they fulfil it ungrudgingly, not in money but in kind. They make gifts to the blind, to ministers of religion, and to those poorer than themselves; and this in addition to regular and compulsory presents. F
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On the other hand, few fellaheen make the pilgrimage to Mecca, and if they do, it is at the price of heroic sufferings. The happy pilgrim, on his return after six or eight months' absence, bringing blessings from the holy places to his village, is welcomed like one coming back from the dead. His pious achievement marks him out from the rest, and his children share his renown. He is henceforward always addressed by the title of "*Hagg*" and his pilgrimage is commemorated on the walls of his house. On the white-washed front the crude outlines of men, carriages and ships are painted, with his name and the date. The same customs are observed by Coptic fellaheen who have visited Jerusalem, and thus earned the titled of "*Muqaddis*". C
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More frequented and more popular than the mosque, because there is no distinction of age or sex, is the tomb of F
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